

**MEASURING UP**  
**2008**

**THE STATE REPORT CARD  
ON HIGHER EDUCATION**



**North Dakota**



THE NATIONAL CENTER FOR  
PUBLIC POLICY AND  
HIGHER EDUCATION

# What Is Measuring Up?

**M**easuring Up is a series of biennial report cards that provide the general public and policymakers with information to assess and improve higher education in each state. The report cards evaluate states because they are primarily responsible for educational access and quality in the United States. This year's edition, *Measuring Up 2008*, is the fifth in the series, which began in 2000. In *Measuring Up*, "higher education" refers to all education and training beyond high school, including public and private, two- and four-year, and for-profit and nonprofit institutions.

The report card grades states in six overall performance categories:

**Preparation:** How adequately does the state prepare students for education and training beyond high school?

**Participation:** Do state residents have sufficient opportunities to enroll in education and training beyond high school?

**Affordability:** How affordable is higher education for students and their families?

**Completion:** Do students make progress toward and complete their certificates or degrees in a timely manner?

**Benefits:** What benefits does the state receive from having a highly educated population?

**Learning:** What is known about student learning as a result of education and training beyond high school?

Each state receives a letter grade in each performance category. Each grade is based on the state's performance on several indicators, or quantitative measures, in that category.

In four of the performance categories — Preparation, Participation, Completion, and Benefits — grades are calculated by comparing each state's current performance with that of the best-performing states. This comparison provides a benchmark for evaluating each state's performance within a national context and encourages each state to "measure up" to the highest-performing states. The Affordability category is the exception. In this category, the state's current performance is compared with the performance of the best states in the late 1990s, since current performance reflects a trend to "measure down" rather than "measure up." All but one state receive an "F" in Affordability. The failing grades in this category confirm the fast decline in affordable higher education for American families. Despite state and federal increases in student financial aid, the over-

all portion of income that most families must devote for higher education continues to escalate.

In *Measuring Up 2008*, state performance in higher education is assessed in three ways:

**Graded Information:** Each state's current performance is compared with that of the best-performing states, and the results are indicated by letter grades.

**Change Over Time:** Change Over Time indicators compare each state's current performance with its own previous performance in the 1990s. For each category, the state's change is determined by its improvement or decline in performance on a key indicator in that category. This information is displayed in two ways. First, states receive either an "up" or a "down" arrow in each performance area (see page 3). An "up" arrow indicates that the state has increased or remained stable on the key indicator in the category, a "down" arrow indicates that the state has declined on the key indicator in the category. Secondly, information about Change Over Time is presented graphically in greater detail on the fourth page of this report card.

**International Comparisons:** As in 2006, this year's edition of *Measuring Up* offers international comparisons that reveal how well the United States and each of the 50 states are preparing residents with the knowledge and skills necessary to compete in a global economy. State performance is compared with the performance of nations that are associated with the Organisation for Economic Co-operation and Development (OECD).

In *Measuring Up 2008*, all states receive an "Incomplete" in Learning because there are not sufficient data to allow meaningful state-by-state comparisons. *Measuring Up 2006* provided state-specific information on Learning for nine states, but in 2008 no state collects and provides the information necessary to determine the state's "educational capital" — or the level of knowledge and skills possessed by its residents.

## A Snapshot of Grades and Change Over Time

### Preparation:

**Grades:** 6 states received an A, 18 states received a B, 21 states received a C, 5 states received a D, and no state received an F.

**Change Over Time:**\* 34 states have improved or remained stable on the key indicator and 16 states have declined on the key indicator.

### Participation:

**Grades:** 2 states received an A, 8 states received a B, 22 states received a C, 15 states received a D, and 3 states received an F.

**Change Over Time:**\* 43 states have improved or remained stable on the key indicator and 7 states have declined on the key indicator.

### Affordability:

**Grades:** 1 state received a C and 49 states received an F.

**Change Over Time:**\* 2 states have improved or remained stable on the key indicator and 48 states have declined on the key indicator.

### Completion:

**Grades:** 11 states received an A, 20 states received a B, 16 states received a C, 1 state received a D, and 2 states received an F.

**Change Over Time:**\* 48 states have improved or remained stable on the key indicator and 2 states have declined on the key indicator.

### Benefits:

**Grades:** 5 states received an A, 15 states received a B, 19 states received a C, 10 states received a D, and 1 state received an F.

**Change Over Time:**\* 50 states have improved or remained stable on the key indicator.

\*For the key indicators for Change Over Time, please see the five indicators with asterisks on page 4.



## PREPARATION

**B-**

2008 Grade



Change Over Time

North Dakota performs fairly well in preparing its young people for college.

- Eighth graders perform very well in math and science, but their scores in writing are very low.
- Small proportions of high school students score well on Advanced Placement tests, but fairly large proportions score well on college entrance exams.

## PARTICIPATION

**B+**

2008 Grade



Change Over Time

North Dakota does well in providing college opportunities for its residents.

- North Dakota is a top performer in the likelihood of enrolling in college by age 19, but only a fair percentage of working-age adults are enrolled in higher education.
- There is a 15% gap between whites and all minorities in the percentage of young adults enrolled in college, which is one of the largest gaps in the country.

## AFFORDABILITY

**F**

2008 Grade



Change Over Time

Higher education has become less affordable for students and their families.

- Poor and working-class families must devote 54% of their income, even after aid, to pay for costs at public four-year colleges.
- Financial aid to low-income students is low. For every dollar in Pell Grant aid to students, the state spends only 10 cents.

## COMPLETION

**A**

2008 Grade



Change Over Time

North Dakota performs well in awarding certificates and degrees relative to the number of students enrolled, but few students complete a bachelor's degree in a timely manner.

- Forty-seven percent of college students complete a bachelor's degree within six years.
- Seventeen percent of Native Americans graduate within six years, compared with 48% of whites—one of the largest gaps in the nation.

## REPORT CARD

Preparation	B-
Participation	B+
Affordability	F
Completion	A
Benefits	D
Learning	I

## BENEFITS

**D**

2008 Grade



Change Over Time

Only a fair proportion of residents have a bachelor's degree, and this substantially weakens the state economy.

- Fourteen percent of Native Americans have a bachelor's degree, compared with 31% of whites.
- If all racial/ethnic groups had the same educational attainment and earnings as whites, total annual personal income in the state would be about \$300 million higher.

## LEARNING

**I**

2008 Grade

Like all states, North Dakota receives an "Incomplete" in Learning because there is not sufficient data to allow meaningful state-by-state comparisons.

## WHAT DO THE ARROWS MEAN?



State has increased or remained stable on the key indicator in the category.

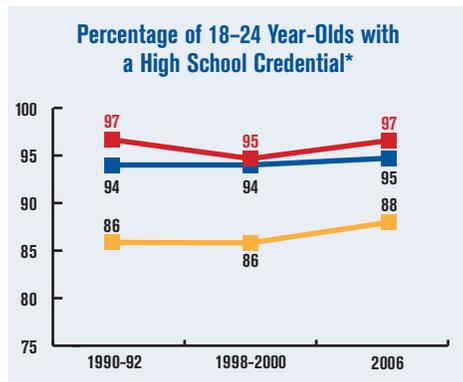


State has declined on the key indicator in the category.

This page reflects North Dakota's performance and progress since the early 1990s on several key indicators.

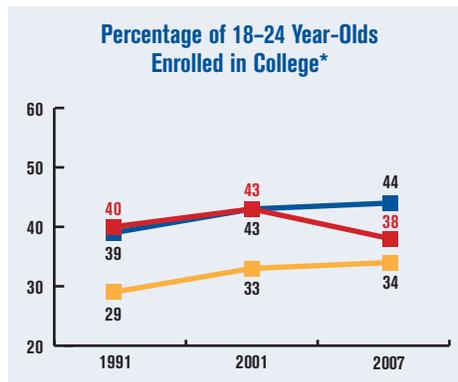
## PREPARATION

The percentage of young adults in North Dakota who earn a high school diploma has remained stable since the early 1990s. North Dakota is a top-performing state in high school completion.

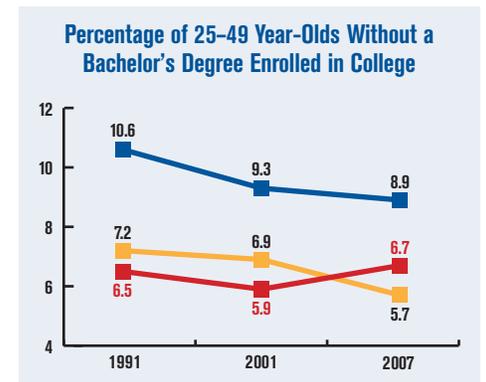


## PARTICIPATION

College enrollment of young adults in North Dakota has declined slightly since the early 1990s. The state is above the national average but below the top states in the percentage of young adults enrolled.

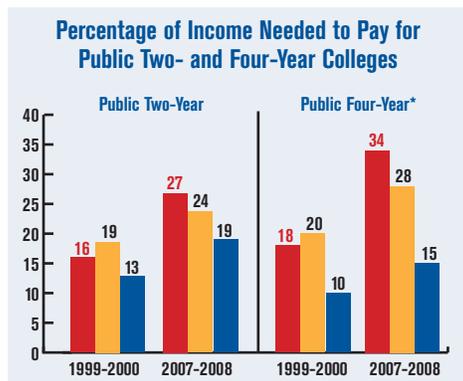


The enrollment of working-age adults, relative to the number of residents without a bachelor's degree, has increased slightly in North Dakota. In contrast, it has declined nationally and in the best-performing states. The percentage attending college in North Dakota is higher than the U.S. average but below the top states.



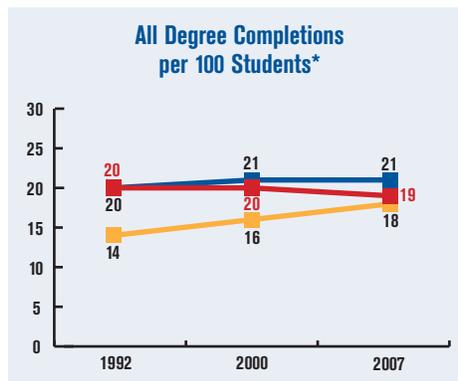
## AFFORDABILITY

The share of family income, even after financial aid, needed to pay for college has increased. To attend public two- and four-year colleges in North Dakota, students and families pay more than the U.S. average and more than those in the best-performing states.



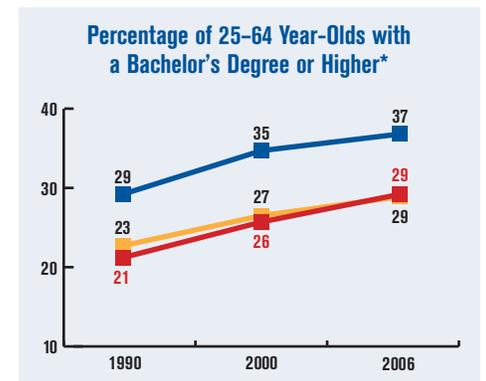
## COMPLETION

The number of undergraduate credentials and degrees awarded in North Dakota, relative to the number of students enrolled, has decreased slightly since the early 1990s. North Dakota surpasses the U.S. average but is below the top states on this measure.



## BENEFITS

The percentage of residents who have a bachelor's degree has increased considerably in North Dakota. North Dakota is the same as the U.S. average but below the top states.



\*Key indicator for the category.

## LEGEND:

—■— & ■ = North Dakota

—■— & ■ = United States

—■— & ■ = Median of Top Five States



2008 Grade Change Over Time

North Dakota performs fairly well in preparing its young people for college.

## Graded Information

### Compared with other states:

- Ninety-seven percent of young adults in North Dakota earn a high school diploma or General Education Development (GED) diploma by age 24, making North Dakota the top-performing state on this measure.
- A large proportion (54%) of high school students in North Dakota are enrolled in upper-level math, but a fairly small proportion (33%) are enrolled in upper-level science.
- A very small proportion (18%) of 8th graders take algebra.
- Eighth graders perform very well on national assessments in math and science, indicating that they are well prepared to succeed in challenging high school courses. North Dakota is a top-performing state in math and the top-performing state in science. Eighth graders also perform fairly well on national assessments in reading. However, they perform very poorly on national assessments in writing, indicating that they are not well prepared to succeed in challenging high school courses.
- Low-income 8th graders perform very well on national assessments in math, making North Dakota the top-performing state on this measure.
- Very small proportions of 11th and 12th graders score well on Advanced Placement tests, and fairly large proportions score well on college entrance exams.
- Seventy-seven percent of secondary school students are taught by qualified teachers, which compares very well with top-performing states.

PREPARATION	North Dakota		Top States
	Early 1990s*	2008	
<b>High School Completion (25%)</b>			
18- to 24-year-olds with a high school credential	97%	97%	95%
<b>K-12 Course Taking (30%)</b>			
9th to 12th graders taking at least one upper-level math course	52%	54%	64%
9th to 12th graders taking at least one upper-level science course	34%	33%	46%
8th grade students taking algebra	n/a	18%	47%
<b>K-12 Student Achievement (35%)</b>			
8th graders scoring at or above "proficient" on the national assessment exam in math	29%	41%	41%
8th graders scoring at or above "proficient" on the national assessment exam in reading	n/a	32%	39%
8th graders scoring at or above "proficient" on the national assessment exam in science	41%	43%	41%
8th graders scoring at or above "proficient" on the national assessment exam in writing	n/a	27%	46%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	22%	29%	24%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	166	216	265
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	14	72	237
<b>Teacher Quality (10%)</b>			
7th to 12th graders taught by teachers with a major in their subject	n/a	77%	83%

\*The indicators report data beginning in the early 1990s or the closest year for which reliable data are available. See the *Technical Guide for Measuring Up 2008*.

## Performance Gaps

- There is a 4% gap between whites and all minorities in the percentage of 18- to 24-year-olds with a high school credential.

## Change in Graded Measures

- Over the past 15 years, the proportion of high school students enrolled in upper-level science has decreased. North Dakota is one of only three states to decline on this measure.
- The state has consistently performed very well on national assessments in math over the past 15 years, and on national assessments in science over the past decade.

- Low-income 8th graders in North Dakota have consistently performed very well on national assessments in math over the past decade.

- The proportions of 11th and 12th graders scoring well on Advanced Placement tests have more than quadrupled over the past 15 years, although the state's current performance on this measure remains very low when compared with other states.

## Other Key Facts

- Among working-age adults (ages 25 to 49) without a high school diploma, only 15 out of 1,000 earned a GED.
- About 12% of children under age 18 live in poverty, compared with a national rate of 18%.

The preparation category measures how well a state's K-12 schools prepare students for education and training beyond high school. The opportunities that residents have to enroll in and benefit from higher education depend heavily on the performance of their state's K-12 educational system.



2008 Grade *Change Over Time*



North Dakota does well in providing college opportunities for its residents.

## Graded Information

### Compared with other states:

- The chance of North Dakota high school students enrolling in college by age 19 is very high, placing North Dakota among the top-performing states on this measure.
- However, only a fair percentage of working-age adults (ages 25 to 49) are enrolled in college-level education or training.

## Performance Gaps

- There is a 15% gap between whites and all minorities in the percentage of 18- to 24-year-olds enrolled in college, which is one of the largest gaps in the United States.

PARTICIPATION	North Dakota		Top States
	Early 1990s*	2008	
<b>Young Adults (67%)</b>			
Chance for college by age 19	58%	57%	57%
18- to 24-year-olds enrolled in college	40%	38%	44%
<b>Working-Age Adults (33%)</b>			
25- to 49-year-olds enrolled in any type of postsecondary education with no bachelor's degree or higher	6.5%	6.7%	8.9%

\*The indicators report data beginning in the early 1990s or the closest year for which reliable data are available. See the *Technical Guide for Measuring Up 2008*.

## Change in Graded Measures

### Since the early 1990s:

- North Dakota has consistently performed very well on the chance of high school students enrolling in college by age 19.
- The percentage of working-age adults (ages 25 to 49) who are enrolled in education or training beyond high school has increased by 3%, in contrast to a national decline of 22%.

## Other Key Facts

- North Dakota's population is projected to decrease by 2% from 2005 to 2025, in contrast to a national increase of 18%. During approximately the same period, the number of high school graduates is projected to decrease by 21%.
- About 12% of the adult population has less than a high school diploma or its equivalent, compared with 16% nationwide.
- In North Dakota, 1,365 more students are entering the state than leaving to attend college. About 28% of North Dakota high school graduates who go to college attend college out of state.

The participation category addresses the opportunities for state residents to enroll in higher education. A strong grade in participation generally indicates that state residents have high individual expectations for education and that the state provides enough spaces and types of educational programs for its residents.



2008 Grade Change Over Time



Higher education has become less affordable for students and their families.

## Graded Information

- Compared with top-performing states, families in North Dakota devote a very large share of family income, even after financial aid, to attend public two- and four-year colleges and universities, which enroll 86% of college students in the state. However, North Dakota held the line in the share of family income needed to attend private four-year institutions, making it one of the best-performing states on this measure.
- The state's investment in need-based financial aid is very low when compared with top-performing states, and North Dakota does not offer low-priced college opportunities.
- Undergraduate students borrowed on average \$5,122 in 2007, one of the highest averages in the nation.

AFFORDABILITY	North Dakota		Top States in Previous Years
	Previous Years*	Current Year	
<b>Family Ability to Pay (50%)</b>	<b>2000</b>	<b>2008</b>	
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	16%	27%	13%
at public 4-year colleges/universities	18%	34%	10%
at private 4-year colleges/universities	34%	33%	30%
<b>Strategies for Affordability (40%)</b>	<b>1993</b>	<b>2008</b>	
State investment in need-based financial aid as compared to the federal investment	8%	10%	89%
At lowest-priced colleges, the share of income that the poorest families need to pay for tuition	20%	35%	7%
<b>Reliance on Loans (10%)</b>	<b>1995</b>	<b>2008</b>	
Average loan amount that undergraduate students borrow each year	\$2,596	\$5,122	\$2,619

\*See the *Technical Guide for Measuring Up 2008*.

Note: In the affordability category, the lower the figures, the better the performance for all indicators except for "State investment in need-based financial aid."

## Change in Graded Measures

- Since the late 1990s, the share of family income, even after financial aid, needed to pay for college expenses has increased from 16% to 27% at community colleges and from 18% to 34% at public four-year institutions.
- During the same period, the share of family income, even after financial aid, needed to pay for college expenses at private four-year institutions has decreased from 34% to 33%.

## Other Key Facts

- In North Dakota, 21% of students are enrolled in community colleges and 65% in public four-year colleges and universities.

The affordability category measures whether students and families can afford to pay for higher education, given income levels, financial aid, and the types of colleges and universities in the state.

## Financial Burden to Pay for College Varies Widely by Family Income

Those who are striving to reach or stay in the middle class — the 40% of the population with the lowest incomes — earn on average \$15,596.

- If a student from such a family were to attend a public four-year college in the state, their net cost to attend college would represent about 54% of their income annually.

Tuition, room, and board:	\$11,365
Financial aid received:	-\$2,924
<b>Net college cost:</b>	<b>\$8,440</b>
Percent of income:	54%

Note: The numbers shown for tuition, room, and board, minus financial aid may not exactly equal net college cost due to rounding.

<b>A CLOSER LOOK AT FAMILY ABILITY TO PAY</b>	Median Family Income	Community Colleges		Public 4-Year colleges/universities		Private Non-Profit 4-Year colleges/universities	
		Net college cost*	Percent of income needed to pay net college cost	Net college cost*	Percent of income needed to pay net college cost	Net college cost*	Percent of income needed to pay net college cost
<b>Income groups used to calculate 2008 family ability to pay</b>							
20% of the population with the lowest income	\$10,213	\$5,459	53	\$7,484	73	\$7,442	73
20% of the population with lower-middle income	\$22,136	\$7,694	35	\$9,301	42	\$8,119	37
20% of the population with middle income	\$38,437	\$8,521	22	\$10,535	27	\$9,789	25
20% of the population with upper-middle income	\$60,372	\$8,843	15	\$10,578	18	\$10,359	17
20% of the population with the highest income	\$98,607	\$8,955	9	\$10,732	11	\$11,169	11
<b>40% of the population with the lowest income</b>	<b>\$15,596</b>	<b>\$6,543</b>	<b>42</b>	<b>\$8,440</b>	<b>54</b>	<b>\$7,189</b>	<b>46</b>

\*Net college cost equals tuition, room, and board, minus financial aid.



2008 Grade Change Over Time



North Dakota performs well in awarding certificates and degrees relative to the number of students enrolled, but few students complete a bachelor's degree in a timely manner.

## Graded Information

### Compared with other states:

- North Dakota is the top-performing state in the percentage of first-year students in community colleges who return for their second year.
- In addition, a high percentage (73%) of freshmen at four-year colleges and universities return for their sophomore year.
- However, a fairly low percentage (47%) of first-time, full-time college students complete a bachelor's degree within six years of enrolling in college.
- A very large proportion of students complete certificates and degrees relative to the number enrolled.
- Forty-eight postsecondary certificates and degrees were awarded for every 1,000 people in the state without a college degree, making North Dakota a top-performing state on this measure.

COMPLETION	North Dakota		Top States
	Early 1990s*	2008	
<b>Persistence (20%)**</b>			
1st year community college students returning their second year	35%	69%	66%
Freshmen at 4-year colleges/universities returning their sophomore year	74%	73%	82%
<b>Completion (80%)</b>			
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	43%	47%	65%
Certificates, degrees, diplomas at all colleges & universities per 100 undergraduate students	20	19	21
Certificates, degrees, diplomas at all colleges & universities per 1,000 adults with no college degree	37	48	44

\*The indicators report data beginning in the early 1990s or the closest year for which reliable data are available.

\*\*2008 data may not be comparable with data from previous years. See the *Technical Guide for Measuring Up 2008*.

## Performance Gaps

- There is a 24% gap between whites and all minorities in college graduation rates at four-year institutions, which is one of the largest gaps in the United States. Seventeen percent of Native Americans, the largest minority population in North Dakota, graduate from a four-year institution within six years, compared with 48% of whites.
- Among white students, 20 degrees are awarded for every 100 students. In contrast, among all minority students, 15 degrees are awarded for every 100 students. North Dakota has one of the largest gaps in the United States on this measure. The rate of awards for Native Americans, the largest minority population in the state, is 16 for every 100 undergraduate enrollments.

## Change in Graded Measures

- Since the early 1990s, North Dakota has been one of only two states to decline in the proportion of students completing certificates and degrees relative to the number enrolled. The state declined on this measure by 1%, in contrast to a nationwide increase of 24%.
- In contrast, during the same period, North Dakota has seen an increase in the number of certificates and degrees completed relative to the population with no college degree. North Dakota consistently performs very well on this measure when compared with other states.

The completion category addresses whether students continue through their educational programs and earn certificates or degrees in a timely manner. Certificates and degrees from one- and two-year programs as well as the bachelor's degree are included.



2008 Grade



Change Over Time

Only a fair proportion of residents have a bachelor's degree, and this substantially weakens the state economy.

## Graded Information

### Compared with other states:

- Only a fair proportion of residents have a bachelor's degree, and this substantially weakens the state economy.
- However, residents contribute substantially to the civic good, as measured by charitable giving and voting.

## Performance Gaps

- There is a 9% gap between whites and minorities in the percentage of 25- to 64-year-olds with a bachelor's degree or higher. Among the same population, 14% of Native Americans, the largest minority population in North Dakota, have a bachelor's degree or higher, compared with 31% of whites.
- If all racial/ethnic groups had the same educational attainment and earnings as whites, total annual personal income in the state would be about \$300 million higher.

## Change in Graded Measures

### Since the early 1990s:

- The percentage of residents who have a bachelor's degree has increased substantially.
- When compared with other states, North Dakota has consistently performed very well on the percentage of residents who vote.

BENEFITS	North Dakota		Top States
	Early 1990s*	2008	
<b>Educational Achievement (38%)</b>			
Adults (ages 25 to 64) with an associate's degree or higher	34%	43%	44%
Adults (ages 25 to 64) with a bachelor's degree or higher	21%	29%	37%
<b>Economic Benefits (31%)</b>			
Increase in total personal income as a result of the percentage of population with some college (including an associate's degree), but not a bachelor's degree	1%	-1%	3%
Increase in total personal income as a result of the percentage of population holding a bachelor's degree	6%	5%	11%
<b>Civic Benefits (31%)</b>			
Residents voting in national elections	66%	62%	65%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	89%	83%	90%
Increase in volunteering as a result of college education	17%	10%	20%
<b>Adult Skill Levels (0%)**</b>			
Quantitative Literacy	n/a	n/a	n/a
Prose Literacy	n/a	n/a	n/a
Document Literacy	n/a	n/a	n/a

\*The indicators report data beginning in the early 1990s or the closest year for which reliable data are available. See the *Technical Guide for Measuring Up 2008*.

\*\*State-level estimates on these measures are not currently available except for six states participating in an oversample; NCES intends to release limited 50-state data on this 2003 survey in 2009.

## Other Key Facts

- In 2007, North Dakota scored 52 on the New Economy Index, compared with a nationwide score of 62. The New Economy Index, created by the Kauffman Foundation, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.
- Policymakers and state residents do not have access to important information about high-level literacy skills because the state has declined to participate in the national literacy survey.

The benefits category measures the economic and societal benefits that the state receives as a result of having well-educated residents.



2008 Grade

Like all states, North Dakota receives an “Incomplete” in Learning because there is not sufficient data to allow meaningful state-by-state comparisons.

*Measuring Up 2004* for the first time provided state-level results in Learning because five states (Illinois, Kentucky, Nevada, Oklahoma, and South Carolina) participated in a groundbreaking effort to pilot comparable measures in this category. The National Forum on College-Level Learning conducted this project, which was funded by the Pew Charitable Trusts.<sup>1</sup> These results were also included in *Measuring Up 2006*, which for the first time reported performance measures based on licensure and graduate admissions examination scores for all 50 states.

The approach used to examine Learning employed a method similar to that of the other five performance categories in *Measuring Up*. Indicators were developed in three categories:

- 1. Literacy Levels of College-Educated Residents.** What are the abilities of the state’s college-educated population? The answer to this question constitutes the “educational capital” that the state can count on with respect to developing a twenty-first century workforce and a citizenry equipped to function effectively in civic and democratic processes.
- 2. Graduates Ready for Advanced Practice.** To what extent do colleges and universities in the state educate students to be capable of contributing to the workforce? The answer to this question depends a great deal on the extent to which graduates of the state’s colleges and universities are ready to enter a licensed profession or participate in graduate study.
- 3. Performance of College Graduates.** How effectively can the state’s college and university

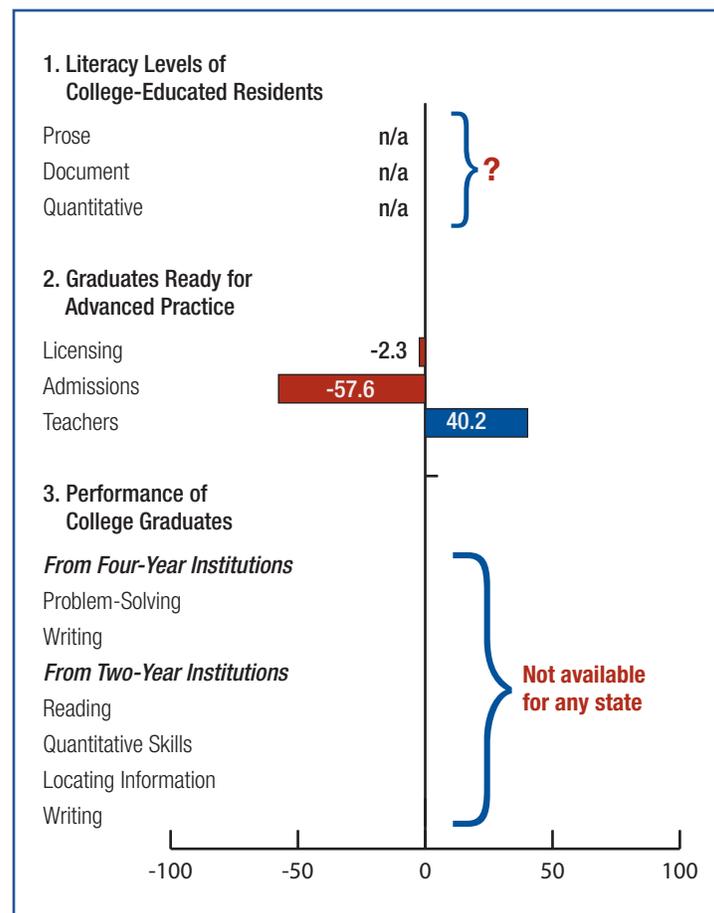
graduates communicate and solve problems? This is the bottom line with respect to performance in learning that can only be determined by common direct assessments of college graduates.

To evaluate state performance on Learning in *Measuring Up 2004*, indicator results within each of these three categories were compiled for the pilot states and compared with a common standard: the national average on each measure. Performance on the resulting group of measures created a “learning profile” for

each state that shows how many percentage points above or below this national level the values of each of the state’s indicators fall.

*Measuring Up 2008* uses the same method for portraying results in Learning, although the picture is incomplete. Results for Literacy Levels of College-Educated Residents can be calculated only for the six states (Kentucky, Maryland, Massachusetts, Missouri, New York, and Oklahoma) that participated in the State Assessment of Adult Literacy (SAAL)-a state-level version of the

National Assessment of Adult Literacy (NAAL) conducted in 2003. Results for Graduates Ready for Advanced Practice, which are based on common licensure and graduate admissions examinations, can be calculated for all 50 states. Results for Performance of College Graduates relied upon specially administered standardized assessments given to representative samples of the state’s about-to-graduate college students for five states in 2004. These measures were reported in *Measuring Up 2004* and *Measuring Up 2006*, but have not been repeated for 2008.



## North Dakota Results

North Dakota is essentially at the national benchmark in workforce preparation as reflected in professional licensure examinations. About the same proportion of the state’s graduates take such examinations as do graduates on average nationwide, and their pass rates match the national average. North Dakota is more than 57 percentage points below the national benchmark in preparing students for graduate study as reflected in graduate admissions examinations. Only about half as many of the state’s graduates take such examinations as do graduates on average nationwide, and the proportion earning competitive scores is more than 15% below the national average. Finally, North Dakota is more than 40 percentage points above the national benchmark with respect to pass rates on teacher examinations.

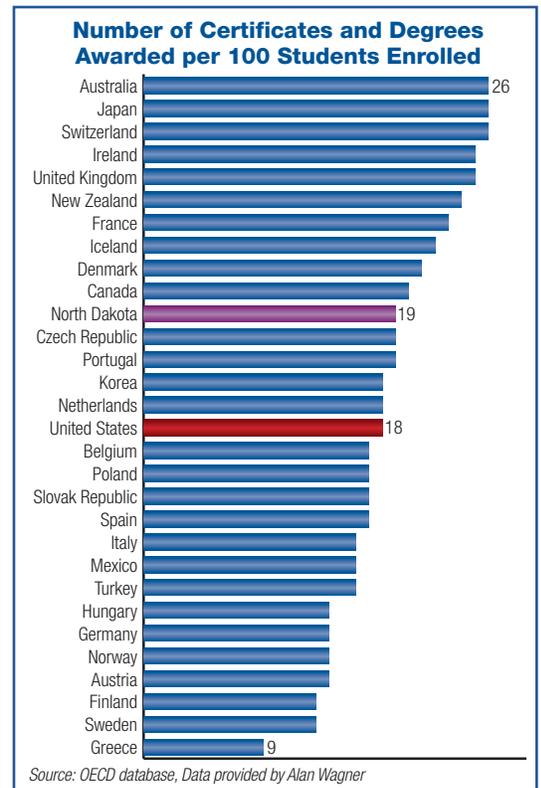
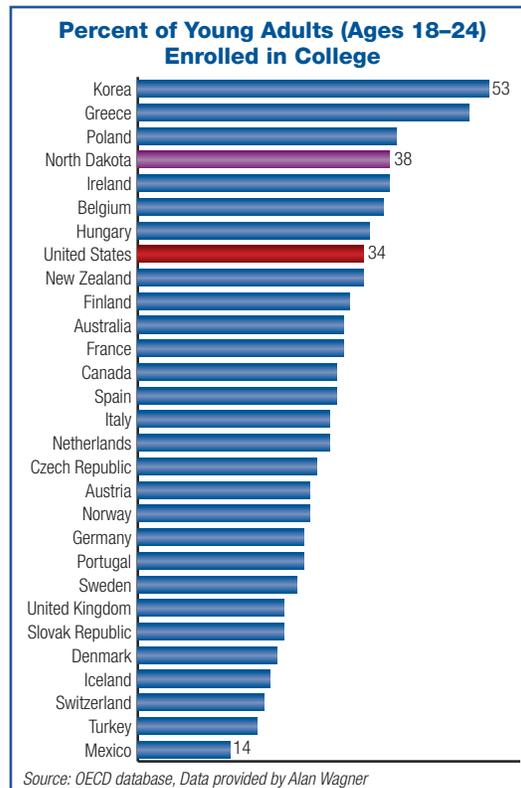
North Dakota did not participate in the SAAL, so no results on literacy are available.

1. A full report on the results of this project can be obtained from the National Center at [http://www.highereducation.org/reports/mu\\_learning/index.shtml](http://www.highereducation.org/reports/mu_learning/index.shtml).

## How North Dakota Measures Up Internationally

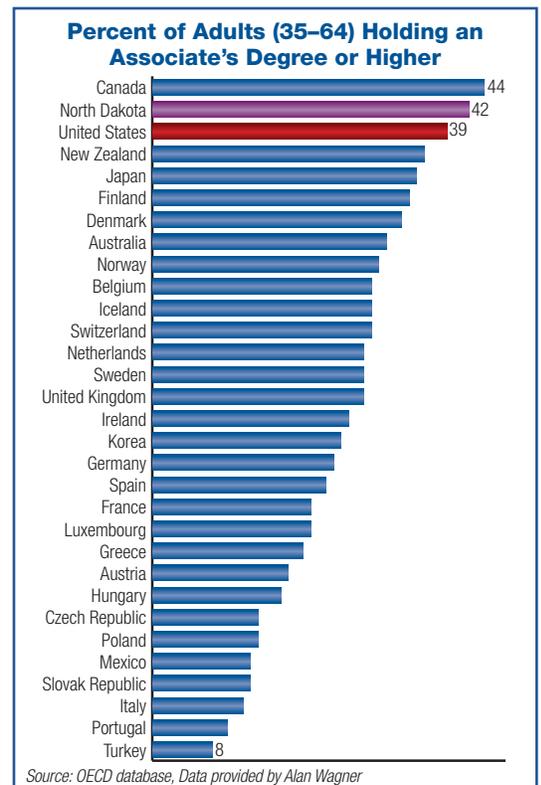
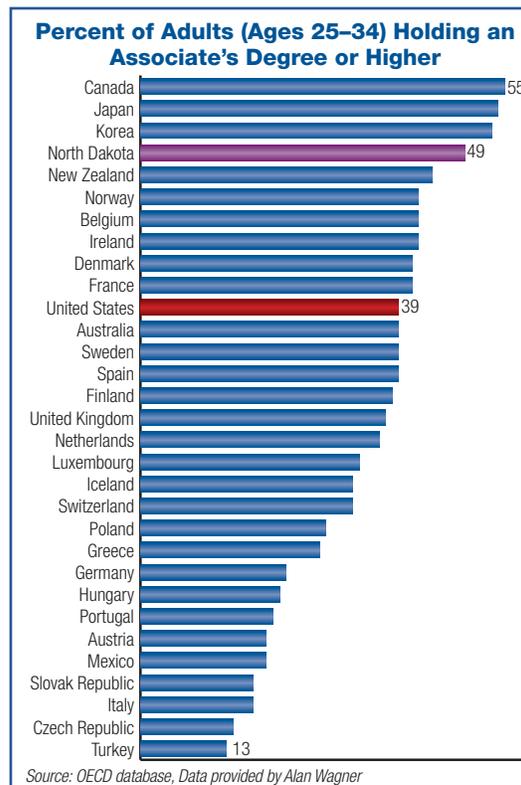
### Participation

About 38% of young adults, ages 18 to 24, in North Dakota are currently enrolled in college. Internationally, although North Dakota's enrollment rate compares well with that of top countries, it is 15% less than the rate in Korea, the best-performing nation on this measure. North Dakota is also surpassed by Greece and Poland.



### Completion

When compared internationally, North Dakota is surpassed by many countries in the proportion of students who complete certificates or degrees. With 19 out of 100 students enrolled completing a degree or certificate, North Dakota's completion rate is only 74% of the rate in Australia, the top-performing country on this measure, where 26 out of 100 students complete certificates or degrees. North Dakota also lags Japan, Switzerland, Ireland, the United Kingdom, New Zealand, France, Iceland, Denmark, and Canada.



### Educational Level of Adult Population

North Dakota's younger adults, ages 25 to 34, are ahead of older adults, ages 35 to 64, in attaining a college degree. When compared internationally, North Dakota is among the leaders in the educational attainment of younger adults. Many countries, however, have made substantial progress in educating younger adults, so that North Dakota is now surpassed by Canada, Japan, and Korea on this measure.

State Context	North Dakota	State Rank
Population (2007)	639,715	48
Gross State Product (2007, in millions)	\$27,725	49
Leading Indicators	North Dakota	U.S.
Projected % change in population, 2005-2025	-2%	18%
Projected % change in number of all high school graduates, 2005-2022	-21%	9%
Projected budget surplus/shortfall by 2013	-3%	-6%
Median income of poorest 20% of population (2006)	\$10,213	\$11,169
Children in poverty (2006)	12%	18%
Percent of adult population with less than a high school diploma or equivalent (2006)	12%	16%
GEDs awarded to 25- to 49-year-olds with no high school diploma (2006)	15	8
New Economy Index (2007)*	52	62
Facts and Figures	North Dakota	
	Number/Amount	Percent
Institutions of Postsecondary Education (2007-08)		
Public 4-Year	7	32%
Public 2-Year	7	32%
Private 4-Year	7	32%
Private 2-Year	1	5%
Students Enrolled by Institution Type (2006)		
Public 4-Year	28,712	65%
Public 2-Year	9,419	21%
Private 4-Year	5,305	12%
Private 2-Year	606	1%
Students Enrolled by Level (2006)		
Undergraduate	44,042	89%
Graduate	4,640	9%
Professional	837	2%
Enrollment Status of Students (2006)		
Full-time	36,925	75%
Part-time	12,594	25%
Net Migration of Students (2006)		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse.	1,365	
Average Tuition (2007-08)		
Public 4-year institutions	\$5,783	
Public 2-year institutions	\$3,614	
Private 4-year institutions	\$10,462	
State and Local Appropriations for Higher Education		
Per \$1,000 of personal income, FY 2008	\$12	
Per capita, FY 2008	\$401	
% change, FY 1998-2008		48%

\*The New Economy Index, created by the Kauffman Foundation, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.

# Questions and Answers about *Measuring Up 2008*

**Q. Who is being graded in this report card, and why?**

**A.** *Measuring Up 2008* grades states, not students or individual colleges or universities, on their performance in higher education. The states are responsible for preparing students for higher education by means of sound K-12 school systems, and they provide most of the public financial support — approximately \$77 billion in 2008 — for colleges and universities. Through their oversight of public institutions of higher education, state leaders affect the types and number of education programs available in the state. State leaders also determine the limits of financial support and often influence tuition and fees for public colleges and universities. They also establish how much state-based financial aid is available to students and their families, which affects students attending both private and public colleges and universities. In addition, state economic development policies influence the income advantage that residents receive from having some college experience or a college degree.

**Q. How are states graded?**

**A.** States receive letter grades in each performance category. Each category consists of several indicators, or quantitative measures — a total of 36 indicators in the five graded categories. Grades are calculated based on each state's current performance on these indicators, relative to the best-performing states. Grades in *Measuring Up 2008* reflect state performance for 2006 or 2007, the most recent information available.

For the sixth category, Learning, states receive an “Incomplete” because there is not sufficient information about student learning for meaningful state-by-state comparisons.

**Q. What sources of information are used to determine the grades?**

**A.** All data used to grade states in *Measuring Up 2008* were collected from reliable national sources, including the U.S. Census Bureau and the U.S. Department of Education. All data are the most recent public information available for state comparisons. Please see the *Technical Guide for Measuring Up 2008* for more information regarding data sources.

**Q. How do we measure Change Over Time?**

**A.** Change Over Time indicators compare each state's current performance with its own previous performance in the 1990s. For each category, the state's change is determined by its improvement or decline in performance on a key indicator in that category. This information is displayed in two ways. First, states receive either an “up” or a “down” arrow in each performance area (see page 3). An “up” arrow indicates that the

state has increased or remained stable on the key indicator in the category, a “down” arrow indicates that the state has declined on the key indicator in the category. Secondly, information about Change Over Time is presented graphically in greater detail on the fourth page of this report card.

**Q. What is new in *Measuring Up 2008*?**

**A.** This year the National Center replaced the data from the Census Bureau's Current Population Survey (CPS) with the American Community Survey (ACS), also administered by the Census Bureau. The ACS has a sample size of three million households (as of 2005), and will eventually replace the long survey form of the decennial census. Because of its large sample size, it is a valuable resource for state data. This new data source affects several indicators in the preparation, participation, completion, and benefits categories. For more information on these indicators, see *Technical Guide for Measuring Up 2008* at [www.highereducation.org](http://www.highereducation.org). In addition, *Measuring Up 2008* includes two new indicators, one in Completion and one in Benefits. These new indicators can be found in the *Technical Guide for Measuring Up 2008*.

**Q. What information is provided but not graded?**

**A.** The state report cards highlight important gaps in college opportunities for various income and ethnic groups, they identify improvements and setbacks in each state's performance over time, and they compare state performance in higher education with other countries. Each state report card also presents important contextual information, such as demographic trends, student migration data, and state funding levels for higher education.

**Q. Why does *Measuring Up 2008* include international indicators?**

**A.** As in 2006, this year's edition of *Measuring Up* provides information on key international indicators of educational performance. In the global economy, it is critical for each nation to establish and maintain a competitive edge through the ongoing, high-quality education of its population. *Measuring Up 2008* offers international comparisons that reveal how well the United States and each of the 50 states are preparing residents with the knowledge and skills necessary to compete in a global economy. As with other data in the report card, each international measure is based on the most current data available. In this case, the data are from the Organisation for Economic Co-operation and Development (OECD). International comparisons are used to gauge the states' and the nation's standing relative to OECD countries on the participation and educational success of their populations. Please see the *Technical Guide for Measuring Up 2008* for more information regarding data sources.

# State Grades 2008

State	Preparation	Participation	Affordability	Completion	Benefits	Learning
Alabama	D+	D+	F	C-	C	I
Alaska	C+	F	F	F	C+	I
Arizona	D	A	F	B	B-	I
Arkansas	C-	D+	F	C-	D+	I
California	C+	C	C-	B-	B+	I
Colorado	A-	C+	F	B-	B+	I
Connecticut	A	C-	F	B-	A-	I
Delaware	C+	C-	F	B	C+	I
Florida	C	D	F	B+	C	I
Georgia	C+	D-	F	B-	B	I
Hawaii	C-	D	F	C	B-	I
Idaho	C	D	F	C	C-	I
Illinois	B	C	F	B+	B	I
Indiana	C	C	F	B-	D+	I
Iowa	B	A	F	A	C+	I
Kansas	B	B-	F	B	C+	I
Kentucky	C	C	F	B	D+	I
Louisiana	D-	F	F	C+	D	I
Maine	B-	C-	F	C+	C	I
Maryland	A-	C	F	B-	A	I
Massachusetts	A	B-	F	A	A	I
Michigan	C	C	F	C+	B+	I
Minnesota	B	B	F	A	B	I
Mississippi	D	D+	F	C	D	I
Missouri	C+	C	F	B	C+	I
Montana	B-	D+	F	C-	C+	I
Nebraska	B-	B	F	B+	B	I
Nevada	C	F	F	F	D	I
New Hampshire	B	C-	F	A-	B	I
New Jersey	A-	C	F	C+	A-	I
New Mexico	D-	B-	F	D+	C+	I
New York	B	D+	F	B+	B	I
North Carolina	B-	D+	F	B-	C+	I
North Dakota	B-	B+	F	A	D	I
Ohio	B-	C-	F	B-	C+	I
Oklahoma	C-	C-	F	C	D+	I
Oregon	C+	D	F	C+	B+	I
Pennsylvania	B-	C-	F	A	C	I
Rhode Island	C+	C+	F	A	B-	I
South Carolina	C+	D-	F	C+	C	I
South Dakota	B	B	F	B	D+	I
Tennessee	C	D	F	C	C	I
Texas	B	D-	F	C-	C+	I
Utah	B	B-	F	B+	B	I
Vermont	A-	C	F	A-	C+	I
Virginia	B+	C	F	B	A	I
Washington	C+	D	F	A-	B	I
West Virginia	C	C	F	C	F	I
Wisconsin	B	C+	F	A-	C	I
Wyoming	C	C	F	A	D-	I

# State Change Over Time on Key Indicators

State	Preparation	Participation	Affordability	Completion	Benefits
Alabama	↑	↑	↓	↑	↑
Alaska	↑	↓	↓	↑	↑
Arizona	↑	↑	↓	↑	↑
Arkansas	↑	↑	↓	↑	↑
California	↑	↑	↓	↑	↑
Colorado	↓	↓	↓	↑	↑
Connecticut	↑	↑	↓	↑	↑
Delaware	↓	↑	↓	↑	↑
Florida	↑	↑	↓	↑	↑
Georgia	↓	↑	↓	↑	↑
Hawaii	↑	↑	↓	↑	↑
Idaho	↑	↓	↓	↑	↑
Illinois	↑	↑	↓	↑	↑
Indiana	↓	↑	↓	↑	↑
Iowa	↓	↑	↓	↓	↑
Kansas	↓	↑	↓	↑	↑
Kentucky	↑	↑	↓	↑	↑
Louisiana	↓	↑	↓	↑	↑
Maine	↑	↑	↓	↑	↑
Maryland	↑	↑	↓	↑	↑
Massachusetts	↑	↑	↓	↑	↑
Michigan	↑	↑	↓	↑	↑
Minnesota	↓	↑	↓	↑	↑
Mississippi	↓	↑	↓	↑	↑
Missouri	↑	↑	↓	↑	↑
Montana	↓	↑	↓	↑	↑
Nebraska	↓	↑	↓	↑	↑
Nevada	↑	↑	↓	↑	↑
New Hampshire	↑	↑	↓	↑	↑
New Jersey	↑	↑	↓	↑	↑
New Mexico	↑	↑	↓	↑	↑
New York	↑	↑	↑	↑	↑
North Carolina	↑	↑	↓	↑	↑
North Dakota	↑	↓	↓	↓	↑
Ohio	↑	↑	↓	↑	↑
Oklahoma	↑	↓	↓	↑	↑
Oregon	↓	↑	↓	↑	↑
Pennsylvania	↑	↑	↓	↑	↑
Rhode Island	↑	↑	↓	↑	↑
South Carolina	↑	↑	↓	↑	↑
South Dakota	↑	↑	↓	↑	↑
Tennessee	↑	↑	↑	↑	↑
Texas	↑	↑	↓	↑	↑
Utah	↓	↓	↓	↑	↑
Vermont	↑	↑	↓	↑	↑
Virginia	↑	↑	↓	↑	↑
Washington	↓	↑	↓	↑	↑
West Virginia	↑	↑	↓	↑	↑
Wisconsin	↓	↑	↓	↑	↑
Wyoming	↓	↓	↓	↑	↑

## Key Indicators by Category:

**Preparation:** Percentage of 18- to 24-year-olds with a high school credential (1990 to 2006)

**Participation:** Percentage of 18- to 24-year-olds enrolled in higher education (1991 to 2007)

**Affordability:** Percentage of income (average of all income groups) needed to pay for college expenses at public four-year institutions (1999-2007)

**Completion:** All degree completions per 100 students (1992 to 2007)

**Benefits:** Percentage of 25- to 64-year-olds with a bachelor's degree or higher (1990 to 2006)

# Measuring Up 2008 Resources

To view *Measuring Up 2008* and its resources visit [www.highereducation.org](http://www.highereducation.org)

## National Picture

- **2008 Snapshot:** Performance overview on national maps
- **Improvements and Declines:** The nation's performance since the early 1990s
- **Download** the national report in PDF format

## State Reports

- **State Report Cards:** A comprehensive picture of higher education in each state
- **Download** each state's report card in PDF format

## Compare States

- **Graded Performance:** Compare state results by performance category
- **State Facts:** Compare non-graded state information
- **Index Scores** (sort/compare/map): Sort states by their rank within each category and create a national map based on individual indicator scores

## Commentary

- **Foreword**, by Governor James B. Hunt Jr., Chairman, the National Center's Board of Directors
- **The 2008 National Report Card: Modest Improvements, Persistent Disparities, Eroding Global Competitiveness**, by Patrick M. Callan, President, The National Center
- **The Information Gap: Much Talk, Little Progress**, by Dennis P. Jones, President of the National Center for Higher Education Management Systems

- **Stuck on Student Learning**, by Peter T. Ewell, Vice President of the National Center for Higher Education Management Systems
- **Facing the Nation: The Role of College Leaders in Higher Education Policy**, by David W. Breneman, University Professor and Director, University of Virginia

## News Room

- **National Press Releases**
- **State Press Releases**
- **Press Contact Information**

## About Measuring Up

- What's New in *Measuring up 2008*?
- Questions and Answers about *Measuring Up 2008*
- How We Grade States
- How We Measure Change
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To view *Measuring Up 2008* individual state report cards for each of the 50 states, visit [www.highereducation.org](http://www.highereducation.org).



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